

## Policies

Students may check out 3 books at a time. An additional book may be checked out as needed for research projects.

Books are due 2 weeks from the checkout date. A book may be renewed one time for an additional 2 weeks unless it is on reserve.

Students may not check out another book if they have one overdue until it is returned.

There is a 2 school-day grace period following the due date. Fines will start after the grace period at 15¢ and accrue at the rate of 5¢ a day per book excluding holidays and weekends. Maximum fine is \$1.00 per book.

Printed notices of student fines and overdue books will be distributed twice during each grading period.

The cost of a lost book is the cost paid for this book by the library. There is no overdue fine when paying for a lost book.

Refunds for lost/paid books that are later found are returned to the student with \$1.00 subtracted from the refund to cover the fines and clerical expenses.

Students are responsible for items listed on their records. If a book is damaged, the librarian will determine the charges to be made for the damage.

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA  
(LOCAL)

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff are afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, "instructional resources" refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. [See EFAA for selection and adoption of state-adopted textbooks]

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

CRITERIA

In the selection of instructional resources other than textbooks, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA  
(LOCAL)

2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.
3. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.

CONTROVERSIAL  
ISSUES

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

CHALLENGED  
MATERIALS

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

INFORMAL  
RECONSIDERATION

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or other knowledgeable professional staff shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.
2. The principal or other knowledgeable professional staff shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA  
(LOCAL)

3. If appropriate, the principal may offer a concerned parent another resource to be used by that parent's child in place of the challenged material.
4. If the complainant wishes to make a formal challenge, the principal shall provide the complainant a copy of this policy and a Request for Reconsideration of Instructional Materials form [see EFA(EXHIBIT)].

FORMAL  
RECONSIDERATION

All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.

APPEAL

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at Level Two. The appeal shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

GUIDING  
PRINCIPLES

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A parent of a District student, any employee, or any District resident may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA  
(LOCAL)

3. When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.
4. Access to challenged material shall not be restricted during the reconsideration process.

The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA  
(EXHIBIT)

EXHIBIT A

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Do you represent yourself? \_\_\_\_\_ an organization? \_\_\_\_\_ (If an organization, please identify: \_\_\_\_\_)

Resource on which you are commenting:

\_\_\_\_ Book                      \_\_\_\_ Magazine                      \_\_\_\_ Audio Recording

\_\_\_\_ Textbook                      \_\_\_\_ Library Program                      \_\_\_\_ Newspaper

\_\_\_\_ Video/DVD                      \_\_\_\_ Electronic information/network (please specify)

\_\_\_\_ Display                      \_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

1. Have you reviewed the materials in their entirety? If not, please do so before completing and submitting this form.
2. To what in the material do you object? (Please be specific: cite pages, etc.)  
\_\_\_\_\_
3. What do you believe might be the result of using this material?  
\_\_\_\_\_
4. For what age group would you recommend this material?  
\_\_\_\_\_
5. In its place, what material of equal quality would you recommend that could be used to teach similar subject matter?  
\_\_\_\_\_
6. What do you believe should be done with the material in question?
  - Remove it from the curriculum.
  - Do not allow my child to use this material.
  - Use it as resource material or a choice selection.

Complainant signature \_\_\_\_\_ Date \_\_\_\_\_

EXHIBIT B

CHECKLIST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Type of resource \_\_\_\_\_

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

1. Purpose

- a. What is the overall purpose of the material or resource?
- b. Is the purpose accomplished?  Yes  No

2. Authenticity

- a. Is the author or presenter competent and qualified in the field?  
 Yes  No
- b. What is the reputation and significance of the author or publisher/producer in the field? \_\_\_\_\_
- c. Is the material or resource up-to-date?  Yes  No
- d. Are information sources well documented either in the resource or in guides?  
 Yes  No
- e. Are translations and interpretations faithful to the original?  
 Yes  No

3. Appropriateness

- a. Does the resource promote the educational goals and objectives of the curriculum of District schools?  Yes  No
- b. Is it appropriate for the level of instruction intended?  Yes  No
- c. Are the illustrations appropriate for the subjects and age levels?  
 Yes  No

4. Content

- a. Is the content of this material or resource well presented by providing adequate scope, range, depth, and continuity?  Yes  No
- b. Does it present information not otherwise available?  Yes  No
- c. Does it give a dimension or direction that is new or different from others available for the subject?  Yes  No

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA  
(EXHIBIT)

5. Review/Evaluations

a. Source of review/evaluation \_\_\_\_\_

- Favorably reviewed
- Unfavorably reviewed

b. Does this title or resource appear in one or more reputable selection aids?

- Yes  No

If answer is "yes," please list titles of selection aids.

Additional Comments:

---

---

Recommendations by review committee for treatment of questioned resource

---

---

Signatures of review committee:

---

---

Chairperson \_\_\_\_\_

Date \_\_\_\_\_